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ABSTRACT

This descriptive study reported personal and professional characteristics of a sample of women educators in Illinois who constitute the certificated pool from which new public school administrators are likely to be selected. Data were also gathered on the following variables generally associated with the low incidence of women administrators: aspiration level, position-seeking assertiveness, personal and situational constraints, discriminatory employment practices, university training and placement services, and individual beliefs and attitudes. The Illinois Teacher Service Record and a mailed questionnaire were used as data sources. Findings included low aspiration levels, perceived discrimination, low mobility, and inadequate job-information networks. (Author)

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VARIABLES ASSOCIATED WITH LOW INCIDENCE OF WOMEN IN SCHOOL ADMINISTRATION: TOWARDS EMPIRICAL UNDERSTANDINGS

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VARIABLES ASSOCIATED WITH LOW INCIDENCE OF WOMEN IN ADMINISTRATION: TOWARDS EMPIRICAL UNDERSTANDINGS[1]

Essential to the gaining of knowledge about social phenomena is the gathering of normative descriptions concerning them. From these empirical bases theoretical conceptualizations may be more readily formulated and hypotheses generated and tested. Hopefully, explication eventually results.

A persistent national circumstance in the field of education which seems to be gaining attention is the underrepresentation of women in the role of public school administrator. In Illinois, data indicate that this sex differential will become even more pronounced in the immediate future.

This paper will report selected findings of an exploratory study which attempted to gain preliminary, but focused, information about the current picture in one state. Underlying goals were to provide baseline data with implications for state level policy formulation and to serve as basic information for school boards, administrators, University departments of educational administration, and potential administrators.

Related Literature

The number of empirical studies examining the status of women educators in supervisory and administrative roles in increasing. Some selected works are reported below.

Pancrazio (1977) describes the status of women in Illinois, presents research findings relative to the effectiveness of women as administrators and advances suggestions for school board members to help ameliorate the current and projected dearth of women leaders. The study is rich with data comparing

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[1]This paper reports aspects of the study, "Entry Into School Administration by Women in Illinois: Facts and Dynamics," which was completed under a grant from the Illinois Office of Education in June, 1977.

male and female administrators. Further, the study offers observations about some of the employment dynamics extant. Another Illinois-based study by Carver (1976) reveals a decline in the supply of women for supervisory positions. He asks whether that decline reflects individual decisions or bias against women in training programs.

Gross and Trask (1976) have reported a reanalysis of fifteen year old data gathered for an earlier major educational study. Among their findings were that career decisions were related to the sex factor, women administrators were older than men and were less ambitious in their career aspirations than men. Unfortunately, their data are too old to reflect the women's liberation activist movement, the effects of Title IX, and Affirmative Action progress. There might now be different attitudinal and societal factors impinging on the phenomenon.

Doctoral dissertations are becoming rich sources for data and formulations of appropriate conceptual frameworks. Owens (1975) identified and perceived employment barriers for women as educational administrators in South Carolina in 1974-75. It was found that superintendents and men principals do not believe that women want to be administrators. They further believed that parents and communities prefer men principals. A California study by Huserik (1975) concludes that there has been a slight increase in the aspirations of women towards top level educational administrative positions which may be the result of cultural changes generated by the Women's movement and recent Federal legislation. She optimistically concludes that the vicious circle of low aspiration due to lack of opportunity because of negative sexism has at long last broken.

Finally, numerous journal articles demonstrating the positive educational and social benefits related to female public school administrators are typified

by those of Bach (1974) and Cavender (1974). These writers help banish such stereotypes as women's inabilities to handle discipline problems and work effectively with co-administrators and teachers. Also exploded is the myth that women have peculiar emotional and psychological traits which mediate against effective performance in administrative roles.

Objectives

This paper will describe those women educators in Illinois who constitute the certificated pool from which future public school administrators might logically be selected. Selected personal and professional characteristics will be reported. Data will also be presented on the following variables which the literature reports as generally associated with the low incidence of women administrators: (1) Aspiration level; (2) Position-seeking assertiveness; (3) Personal and situational constraints; (4) Discriminatory employment practices; (5) University training and placement services; and (6) Individual beliefs and attitudes.

Methodology

The Teacher Service Record (TSR) compiled for the school year 1976-77 by the Research and Statistics Section of the Illinois Office of Education revealed that there were 1305 women educational personnel who held appropriate administrative and supervisory certificates but were not employed as administrators or supervisors. From the above population, which excludes the Chicago and private school systems, a random sample of 308 subjects was drawn and mailed a questionnaire. Two hundred and fifty-seven (83 per cent) returned the questionnaire. Fifteen of those returned were unuseable. A total of 242 women educational personnel (79 per cent) comprised the final

sample. Additional demographic data were also obtained directly from the TSR.

The research instrument, the Administrative Career Pattern Questionnaire (ACPQ), was developed following the review of literature. The final version of the questionnaire consisted of 29 items requiring categorical responses, three open-ended items and eleven items requiring a five-category Likert-type response varying from "Strongly agree" to "Strongly disagree". Besides obtaining basic descriptive statistics, the following techniques were used to explore relationships between study variables: crosstabulation, correlation matrices, multiple regression, and analysis of variance. In addition, responses to the open-ended items were subjected to content analysis. A total of 77 variables were examined during the course of the study.

Results

Professional Characteristics

What picture emerges of this "talent pool" of educators in Illinois? As might be expected most of these 242 potential administrators currently are regular elementary classroom teachers--i.e., 130 individuals (53.7 per cent). Table 1 (see Appendix) also shows a representation of 37 (15 per cent) from the ranks of junior high school classroom teachers and 27 (11 per cent) to be senior high school teachers. The remainder of the sample consisted of personnel other than regular classroom teachers including special education, library/media, guidance and other special subject teachers.

What is the level of educational preparation of respondents? Table 2 shows that 168 (69 per cent) hold a master's degree while 55 (23 per cent) report a bachelor's degree. A small proportion have advanced beyond

the master's level of preparation with 14 (6 per cent) having earned a specialist degree while 5 (2 per cent) persons hold a doctorate.

In response to questions about administrative certificate course work, the following patterns emerge (see Table 3). Ninety-four (39 per cent) women had earned their certificates prior to 1961; 63 (26 per cent) in the decade 1961-70; and 85 (35 per cent) in the six year period between 1971 through 1977. One might observe that the interest in securing an administrative endorsement seems to have increased in recent years. These women usually earned their certification at public universities (56 per cent) within the state.

Table 4 shows the years of total experience as an educator, including out-of-state employment. This group of administratively-certified women average about 15 years of experience with the largest group, 102 (42 per cent) found to fall in the range of ten and twenty years. The respondents were employed in districts ranging from one or two building systems to large urban districts.

Personal Characteristics

Table 5 reveals that 93 (38 per cent) of the respondents were single. This category grouped together never married, widowed, and divorced individuals. The remaining 149 (62 per cent) were married. Eighty-eight (36 per cent) of the women reported that they were parents of children who were living at home with them. However, only three women (1 per cent) had children less than five years old and 18 (7 per cent) had children between the ages of five and twelve years living at home. Thus, it can be seen that there are very few pre-school and elementary school children connected with this group of

potential administrators.

A large majority of these women is over 46 years of age (166 or 69 per cent) and very few of the women are under 36 years old (22 or 9 per cent). They travel relatively short distances between their homes and place of employment. More than half of the respondents travel between ten and twenty miles while only 35 individuals (16 per cent) commute over twenty miles. One might conclude that many live and work in the same community.

Summary Professional and Personal Profile of Respondents

Using the preceding descriptive data certain central tendencies occur from which a composite picture of this talent pool of potential administrators may be constructed. Our typical woman is fifty years old, married, does not have children living at home and is likely to be an elementary school teacher in her home community. She earned a master's degree at an Illinois public university, holds the all-grade supervisory certificate and later earned the general supervisory endorsement, the latter work being completed in 1965. She has not been a supervisor or administrator during her fifteen year career as an educator.

Findings pertaining to variables associated with low incidence of women as school administrators

Aspiration for administrative position

Perhaps the most important finding of the study is in the response to a question which asked about the level of interest in an administrative position (see Table 6). Sixty-one per cent, 148 qualified women, stated that they were not interested in such an educational role at the time of the survey.

Thirty-one individuals (13 per cent) stated they were extremely interested with the remaining 63 (26 per cent) indicating moderate interest.

An open-ended item on the research instrument asked for voluntary "comments about your own aspirations for an administrative career." One "not interested" respondent stated:

> The present state of education, i.e., declining enrollments and resulting school closings discourages many from aspiring to higher levels within the school framework. There are fewer positions available in all areas of education throughout the state.

A comment offered by an "extremely interested" reading teacher contrasts sharply with the preceding.

> I am most anxious for an administrative position! Part of the reason I have not obtained one is, I just don't know of any. My family commitments were a deterrent at one point in time, I know. Often times I believe, particularly internally, districts post positions only to fulfill mandates and the position in reality is 'filled' prior to interviews, i.e., someone already in the building has priority over someone out of the building, even if the credentials are not equal.
>
> Also, it is difficult to get administrative experience. It is presumptuous to apply, some boards think, if you have 'nothing' to offer except a certificate. At this time, I am most interested in getting into a situation that allows me to get some experience to add to my credentials.

The following expression was voiced by a sixty year old "not interested" secondary school teacher and was a frequent response from members in that age category:

> At the time I received my certificate, I preferred administration to teaching. However, since that time I feel the pressures exerted upon administrators by parents, children, and teachers is too much to put up with, regardless of prestige or salary.

Position-seeking Assertiveness

The 242 women who answered the questionnaire can hardly be characterized

as aggressively seeking administrative positions (see Table 7). An important finding is that only six of the administratively-certificated women educators, barely 3 per cent of the respondents, claimed to be making an "all out effort" for an administrative position.

Personal and Situational Constraints

Several questions pertaining to mobility were posed. Only 16 individuals (7 per cent) were willing to relocate their homes in order to obtain administrative positions. The largest proportion of the sample, 188 persons (78 per cent) were unwilling to move.

Response to a closely-related item revealed that over 70 per cent of the sample were either not willing to travel at all or might consider commuting less than twenty roundtrip miles daily. One explanation for this reticence may be found in the following comment:

> I am not interested in relocating as my husband is in a family business and relocating would be very expensive and difficult.
> In spite of statements that women are encouraged to apply for administrative positions, each year our district has fewer women in these positions.

The conflict caused by the dual roles of mother and educator is succinctly reported by another individual.

> I feel that I could not do as good a job being a wife and mother if I had an administrative position at this time. I can be replaced outside my home--but I don't want to be replaced there!

Are these women in a position to emulate other women as administrators? Are their professional situations such as to allow them to identify with visible "role models"? Two questions asked if they personally knew any female (1) principals or assistant principals, or (2) superintendents or

assistant superintendents. About one-half of these administratively certificated women know two or three female principals or assitant principals. However, 170 respondents (70 per cent) do not know a single female superintendent or assistant superintendent. Thus, the data reveal a paucity of role models in higher level positions.

A number of women, although holding administrative certification, simply view the role of an administrator as less than rewarding monetarily and professionally. An elementary classroom teacher with eight year's experience offers this observation:

> The greatest constraint against women's acquisition of administrative positions is their own view. Most teachers like to deal with children directly. Administration has increasingly become a public relations, budgetary and disciplinary job.
>
> Women who deal effectively with learning problems, children's programming and individual needs see administration as a time consuming job removed from reality in schools.
>
> Teachers have less respect and interest in working with school administrators. The jobs look less attractive as the pay differential in many communities has decreased. The current trend in some areas is toward using Ph.D. or Ed.D. candidates or holders as school administrators. Many women do not see the need nor care to acquire these credentials.
>
> Discrimination against women and 'homebound' views are the obvious reasons for the decline in the number of school administrators who are female. There are several others too. The role is less prestigious, less satisfying, less well-paid. Sharp and capable women who want to be administrators can now go into other fields for good well-paid jobs. Years ago they were more limited.

Discriminatory Employment Practices

Several questionnaire items focused upon the dynamics of job interviews Forty women (17 per cent) reported at least one interview for an administrative position in the five year period preceding this investigation. A number of interesting findings emerged.

The data show that 76 percent of the interviews were for jobs in their present school systems or in a neighboring school system less than ten miles from their homes. One might note that the search for vacancies is limited to a very restricted geographical area.

Who interviewed these women? As might be expected most interviewers held the position of superintendent or assistant superintendent with a few principals and central office coordinators/directors also participating. Only one representative from a teacher organization and three board members were involved. There were almost twice as many men as women (38 and 20, respectively) interviewers. However, only 9 women could recall interview questions which they considered to be unfair or discriminatory nor did they report overt negative behavior on the part of interviewers. Given as examples of those "unfair" questions were several dealing with the ability of a woman administrator to discipline children, to "get along with men teachers", and to control personal emotions. One interviewer also asked about drinking and loyalty to the school system.

Thirty-five women reported being offered jobs following one or more interviews during the five years preceding this study. Of those 35 women offered one or more positions, 23 reported that they had refused at least one offer. Most claimed satisfaction with their current positions as a major reason for rejection of administrative positions.

Some other discriminatory practices reported by several sample members, relate to attitudinal factors and organizational dynamics. For example, this experience was reported by a junior high school teacher:

> My school district instituted an administrative internship in 1969 and I was fortunate enough to be chosen as the first intern. This however, was not a guarantee of promotion from within. The male intern immediately succeeding me was appointed to a position for which even he agreed, I was far more qualified. However, I was literally coerced into accepting a lower level position.
>
> I am convinced from personal experience that in this suburban area of northern Illinois, the female is still the exception to the rule and is still going to experience discrimination in the field of educational administration. Political clout helps.

Another high school teacher flatly states:

> It has been made very clear to me by the superintendent and the other administrators at my school that the only way a woman could become an administrator is to change her sex. The next thing I would have to do is coach a sport.

University Role in Placement

Stated succinctly, few from this group of qualified educators requested or received help from university placement services and departments of educational administration. Only 36 (15 percent) report that they are registered with a placement service and only 13 (5 percent) have been notified of openings by the same office. Interestingly enough, only 6 persons (3 percent) said that they had sought help in obtaining a position from a university department of school administration while 10 reported receiving some assistance from the same source.

By what other means have these educators received information about job openings? First of all, a large proportion (38 percent) claim to not be aware of vacancies at all. Witness the following comment of one experienced elementary teacher who, although not actively seeking a position, decries the fact that employment opportunities as an administrator seemed not to be open to her.

> I am not now actively seeking employment as an administrator in other districts - yet I had hoped when I prepared for administration to step into a position within my own district. Since I have been qualified there have been five openings for which I was qualified - but I was not informed formally of any of them. Yet, every man teacher within the district that has qualified himself as an administrator has stepped into the first available opening. I have never received one opportunity to submit an application!! This is discrimination and I am happy some research is being done on it.

Word of mouth and written notices (in-district, particularly) account for most of the communication (152 responses or 42 percent) received about openings by those women who reported such access.

General Attitudes and Beliefs

Eleven Likert-type items sought to elicit complementary data from the 242 respondents pertaining to a wide range of issues. Table 8 gives the frequency distributions for those items. The reader will note that several results serve to validate findings reported in earlier sections of this paper.

For example, responses to Item 11 indicated that only 18 percent disagreed with the statement, "It is difficult to hear about available administrative positions." This corroborates an earlier finding. However, that university departments of educational administration were helpful sources of job information (Item 5) was agreed to by 29 percent of the women--a much higher proportion than those reported earlier as actually taking advantage of the service (3 percent). A partial explanation for the seemingly different response might be that women view school administration departments as helpful to males.

Some other findings of interest are that over half of the women believe that female teachers prefer working for male administrators while only 8

individuals (4 percent) from our sample of 242 believe that male teachers prefer working for female administrators. Parents preference for male administrators is neither supported or refuted by the respondents.

The belief that male principals handle pressure better than female principals found little support (Item 9). Only 35 individuals (15 percent) agreed with that notion while 159 (66 percent) took issue.

Three items (2,4,10) attempted to derive further understanding about sex discrimination as it relates to the role of school administrator. Twice as many women disagreed strongly as opposed to agreed strongly (24 and 10 percent, respectively) with the assertion that "my superintendent encourages applications from women for administrative positions." School boards did not fare too well either in these women's opinion. Seventy women (29 percent) agreed that school boards welcomed applications from potential women administrators. Ninety-one (38 percent) disagreed while 81 (34 percent) were not certain.

How did these 242 women, all certified for administrative positions, respond to the key item stating - - "Women are discriminated against in seeking administrative posts"? Disproportionately and convincingly, 164 (68 percent) agreed, 44 (18 percent) were non-committal, and only 34 (14 percent) disagreed.

This brief but bitter comment from an elementary teacher in a large suburban district probably reflects the conclusion reached by so many of her colleagues who sense the imposing hurdle of discrimination in their aspirations for administrative positions:

> I believe the situation still exists that women have to be exceptional to get administrative positions; if two candidates are equal, the male will automatically be accepted-unless the instituion is under federal attack for discrimination.

Secondary Statistical Analysis of Data

As stated early in this report, the purpose of the investigation was to generate basic descriptive data about women in Illinois who are eligible, by virtue of appropriate certification, to enter the role of administrator or supervisor and to explore related dynamics and attitudes. The intent was not to test hypotheses using conventional research designs.

One of the technical problems encountered by this study concerned the large number of variables encountered. How best might one determine relationships between those variables, seventy-seven (77) in this case? To gain some preliminary understandings about possible relationships, a number of "hueristic searches" were conducted using a host of statistical procedures and treatments. These included: (1) crosstabulations; (2) correlation matrices; (3) analysis of variance; and (4) multiple regression. Many combinations of independent and dependent variables were attempted.

To a large extent these findings were difficult to interpret. This panel of 242 women, although heterogeneous in terms of many professional and personal characteristics, seemed to be quite homogeneous in their responses to questions pertaining to beliefs and attitudes. Such variance as existed was hardly explained by variables such as marital status, size of district, experience, educational background, and teaching level.

Further analyses beyond the scope of this study, however, do seem to be justified. Dependent variables like (1) interest in administrative position, (2) willingness to relocate, and (3) perceived discrimination might form the foci for additional statistical treatment. The use of discriminant function analysis and additional regression models might clarify relationships.

Observations and Recommendations

Certain major findings must be considered important to the interested reader, particularly if one generalizes these findings from our sample of 242 women to the total population of 1305.

1. Over 60 percent of this talent pool of prospective administrators--defined as those who are properly certificated--are not interested in administration. To state it another way, only 13 percent of the respondents report extreme interest but even they are barely active in seeking positions. One will recall that a meager 3 percent claimed to be making an "all out effort" for a job. If we extrapolate the preceding percentages to the population identified by the TSR, then the State of Illinois has 170 women quite interested in entering administration--only 40 of whom are actively pursuing that same goal.

2. This is an experienced, "older" group of educators averaging about fifty years of age. One can probably tentatively conclude that, for almost 70 percent of this pool of women who are over 45 years of age, chances for initial entry into administration are problematic.

3. Lack of mobility is another factor which can have a negative effect on obtaining a job as an administrator. This group of women does not want to commute very far or relocate. Obviously, their mobility is severely limited by circumstances of family obligations, husband's jobs, and, for much of the sample, high placement on the salary schedule.

4. Data gathered primarily from open-ended comments leads one to believe that many of the women have experienced forms of discrimination first-hand. They might also be victims of community attitudes and local educational norms which operate in subtle ways. Superintendents and school board members are

perceived as contributing to this "aura" or "sense" of discrimination. (The investigator, in order to protect the confidentiality of respondents, refrained from including some open-ended comments which carried severe indictments and cited "chapter and verse" of discrimination in some easily identifiable school systems.) One wonders whether just the expectation of unpleasant encounters involving possible discrimination accounts for those large numbers of women who have earned administrative certification but who choose not to further pursue that educational role.

5. Many respondents feel excluded from the communication network and are highly dependent on informal work-of-mouth or local school system bulletins for job information. The formal contribution of universities is of little consequence. University placement services and departments of educational administration are reported to be virtually untapped as additional sources of communication.

Recommendations

Illinois Office of Education

Recommendation 1- Continue to set a visible example by publicly acknowledging problems attendant to discrimination in Illinois schools and the IOE itself. Communicate, as an official IOE position, the priority goal of equalizing opportunities for women in (1) the state education department, and (2) local school districts.

Recommendation 2- The sponsorship of original research by IOE staff and consultants should be institutionalized and formally incorporated into the IOE budget. For example, several studies using TSR data, including the present one, have been recently completed. Comparison and synthesis of those findings is needed and would add to the knowledge base. The availability of technical assistance and the IOE data systems, such as the TSR, should be communicated to outside researchers. Collaborative research projects seeking private or federal funding should be encouraged.

Recommendation 3- Communicate with, and provide factual information, instructional materials, and consultant help to, influential educational organizations such as the Illinois Association of School

Boards, Illinois Association of School Administrators, the Illinois Principal Association, the Illinois Education Association and Illinois Federation of Teachers. Offer collaborative workshops with the preceding groups and also with universities and colleges. Do not underestimate the pivotal roles of local school district superintendents and regional superintendents in planning workshops.

Recommendation 4- Be alert to "grass roots" organizations and women's caucuses whose goals are to advance women by providing mutual support systems for women school administrators. Be ready to supply moral and consultant support.

Recommendation 5- Compile a resource list of male and female professors, school administrators, state education agency personnel, teacher organization leaders, and school board members who have demonstrated interest in equalization of opportunity. Involve these people in the planning stages of IOE-sponsored events in general, but, in particular, those events dealing with the advancement of women in education.

Recommendation 6- Provide formal internship opportunities in the state education agency for female university graduate students pursuing educational administration specializations.

Recommendation 7- An attempt to secure more reliable administrator certification data for Illinois women must be immediately undertaken. State Teacher Certification Board information should be married with the TSR data system. Systematic followup studies of administratively certificated women should be conducted by the Illinois Office of Education.

School Administrators

Recommendation 1- The leadership of the American Association of School Administrators (AASA) has published articles and monographs, sponsored workshops, and initiated research on the questions of discriminatory employment practices and equal opportunity for women. Local administrators should study the lengthy recommendations from the preceding sources which deal with (1) recruitment, (2) selection, (3) promotion, (4) upward mobility, (5) training, (6) wage and salary structure, (7) benefits and conditions of employment and (8) support programs and services.[1] The superintendent must guide and advise the school board in all aspects of equal opportunity policy-making.

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[1]See especially, Sex Equality in Educational Administration (Arlington, Virginia: American Association of School Administrators, 1975). This monograph prescribes many positive steps that the practicing school administrator may utilize in attacking discrimination from a planned policy perspective.

Recommendation 2- Principals and superintendents should encourage women in their systems to seek administrative certification and to participate in local school district projects which offer experiences of an administrative nature. Women should be equally considered by administrators for those "quasi-administrative" activities which often become the first rung on the supervisory and administrative career ladder; e.g., in-service program planning committees, summer curriculum development efforts, and specialized service connected with school organization, public relations, advisory committees and discipline.

Recommendation 3- The chief school administrator should analyze the existing communication network to determine if all employees are fully aware of job opportunities in the district. The superintendent and principals should make a concerted effort to share informal news of openings in neighboring districts with qualified women. This kind of information is often obtained at professional meetings and is a part of the "buddy-buddy" system of job-referral and placement.

Recommendation 4- School district screening and interviewing teams should consist of both men and women. The focus of interviews must be on the professional qualifications of all candidates. Personal questions relating to children and husband's position are irrelevant and, most likely, illegal.

School Boards

Recommendation 1- Board members have the legal responsibility for ensuring compliance with federal anti-discriminatory legislation. Therefore, district policy and action should reflect those laws. School superintendents must be held accountable for leadership in developing and monitoring positive programs seeking affirmative goals. Systematic progress reports to the board should be made available by the superintendent.

Recommendation 2- Board members can perform the very important function of encouraging their superintendents to conduct searches for competent professional administrators regardless of sex of candidates. Board members must be alert to feedback from their constituents regarding perceived discrimination and unfair/illegal employment processes. Outside consultants employed to assist with the hiring of new administrators should be made aware of the district's policy on equal employment opportunity.

Recommendation 3- Qualified women should be urged to run for school board positions in greater numbers. Upon election, these new women board members can play constructive roles by demonstrating sensitivity to the issue of equal opportunities for women as administrators.

Recommendation 4- Participate in state and national school board association meetings and conventions. Attend sessions pertaining to problems of women in education. If such topics seem to be missing from programs, make attempts to introduce them for inclusion in future events. Share learnings about the subject with your colleagues on the board.

University Departments of Educational Administration

Recommendation 1- Maintain an active interest in the women graduates of certification programs. Be ready to recommend women for all positions including openings in districts which may be known to be basically conservative and "pro-male" by reputation. Encourage, through counseling of advisees and in course content, women students to recognize the importance of mobility as it pertains to potential job placement.

Recommendation 2- Actively welcome women into master's, specialist, and doctoral programs in school administration. However, these efforts must be accompanied by comprehensive counseling pertaining to market conditions and supply and demand factors.

Recommendation 3- Research related to women and educational administration should be conducted and findings disseminated. This research effort should consist of descriptive, hypothesis-testing, and theory-building studies.

Recommendation 4- Workshops and courses should be offered in conjunction with the state education agency, regional superintendents, school board association, and professional administrator organizations. Their topics can range from awareness of current issues to actual skill-building for prospective women administrators. Further, the university can volunteer to help with local district in-service efforts directed toward equalizing educational opportunity for both school children and professional staff.

Recommendation 5- Provide a positive example by recruiting women professors of educational administration and hiring qualified women administrators as temporary replacements for instructors on sabbatical or leave.

Recommendation 6- Support and encourage efforts by women in graduate programs to form mutual support systems and communication networks. Professors can provide leadership in introducing students to practicing school administrators at meetings on campus and elsewhere. Similarly, women students and program graduates should be made aware of--and encouraged to become active in--national, state, and local organizations for educational leaders.

Recommendation 7- Formal and informal placement activities should be analyzed. Ways to improve the sponsorship system of all graduate students must be sought with a particular emphasis on equalization of opportunity. In particular, service by professors on search committees provides an excellent opportunity to apprise school board members and superintendents of well-qualified candidates--female and male.

It is hoped that the recommendations and findings of this study may serve to further stimulate key influential people as they actively work towards the goal of equalizing opportunities for women in school administration.

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TABLE 1. CURRENT POSITIONS OF RESPONDENTS

Position Title	Frequency	Percent
Elementary Teacher	130	54
Jr. High School Teacher	37	15
Sr. High School Teacher	27	11
Special Education	13	5
Librarian/Media	10	4
Guidance/Psychologist	16	7
Other Specialist	9	4
Total	242	100

TABLE 2. HIGHEST DEGREE HELD

Degree	Frequency	Percent
Bachelor	55	23
Master	168	69
Specialist/Advanced	14	6
Doctorate	5	2
Total	242	100

TABLE 3. RECENCY OF CERTIFICATION COURSE COMPLETION

Years	Frequency	Percent
Before 1950	46	19
1951-1960	48	20
1961-1970	63	26
1971-1977	85	35
Total	242	100

TABLE 4. TOTAL YEARS EXPERIENCE

Years	Frequency	Percent
Less than 9	28	11
10-20	102	42
21-30	74	31
More than 30	38	16
Total	242	100

TABLE 5. MARITAL STATUS

Status	Frequency	Percent
Single*	93	38
Married	149	62
Total	242	100

*Includes never married, divorced, and widowed individuals.

TABLE 6. EXPRESSED INTEREST IN ADMINISTRATION

Level of Interest	Frequency	Percent
Extremely	31	13
Moderately	63	26
Not Interested	148	61
Total	242	100

TABLE 7. JOB-SEEKING EFFORT LEVEL

Reported Effort	Frequency	Percent
No Effort	179	74
Hardly Any Effort	30	12
Moderate Effort	27	11
All Out Effort	6	3
Total	242	100

TABLE 8. ATTITUDES AND BELIEFS OF RESPONDENTS

Item	*SA N/%	MA N/%	U N/%	MD N/%	SD N/%
1. Female teachers prefer working for male administrators.	44/18	85/35	50/21	42/17	21/9
2. My superintendent encourages applications from women for administrative positions.	24/10	37/15	89/37	35/15	57/24
3. Male teachers prefer working for female administrators.	2/1	6/3	92/38	58/24	89/35
4. My school board welcomes applications from women for administrative positions.	22/9	48/20	81/34	41/17	50/21
5. University departments of educational administration are a helpful source of job information.	25/10	47/19	128/53	27/11	15/6
6. A husband's job is generally more important than his wife's.	39/16	61/25	27/11	56/23	59/24
7. Parents prefer male rather than female school administrators.	23/10	63/26	77/32	47/19	32/13
8. Children prefer female rather than male principals.	5/2	26/11	118/49	62/26	31/13
9. Male principals handle pressure better than female principals.	6/3	29/12	48/20	72/30	87/36
10. Women are discriminated against in seeking administrative posts.	84/35	80/33	44/18	27/11	7/3
11. It is difficult to hear about available administrative positions.	51/21	69/29	78/32	25/10	19/8

*SA=Strongly agree; MA=Moderately agree; U=Undecided/not sure; MD=Moderately disagree; SD=Strongly disagree.
Frequencies for all items totaled 242 and percentages equalled 100 except for cases due to rounding.